Niveau(x) d'enseignement: 3 Numéro EDUQ : 8370366
Centre d'intérêt: 260

Pepin, Johanne.

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54 f. en foliotation multiple ; 28 cm.

Comprend du texte en anglais.

Cote Dewey: / Cote LC: /

Descripteur(s): *Intégration scolaire *Enfant handicapé *Sourd *Modèle *Services aux handicapés *Questionnaire *Primaire (Niveau)

L'objectif de ce projet est de comparer l'efficacité de deux modèles organisationnels pour l'intégration d'une jeune sourde en classe régulière: le modèle utilisé en 1979-1980, qui consistait essentiellement en une intervention directe auprès de l'enfant; le modèle adopté pour 1980-1981, qui vise l'instrumentation des enseignants sans intervention spécialisée directe auprès de l'enfant. Bien que le premier modèle ait été très efficace, le nouveau type d'intervention a été adopté parce qu'il apparaît moins lourd et qu'il revêt un caractère plus permanent. Le but de l'intervention est d'augmenter le niveau de performance en langage et d'améliorer les attitudes des enseignants face à l'intégration.

Pour évaluer l'impact de l'intervention sur les performances du sujet, une fillette de huit ans, les mêmes tests que l'année précédente sont utilisés, les résultats du post-test de 1979-1980 servant de pré-test; ils serviront à nouveau lors du post-test prévu pour juin 1981. Ces tests sont: le "Bankson language screening test", pour les habiletés psycholinguistiques et perceptuelles; le "Stanford achievement test" pour mesurer les apprentissages. Ces tests sont reproduits en annexe.

La préparation des enseignants se déroule par le biais de rencontres avec un spécialiste en surdité et de visites à un centre spécialisé pour les sourds. L'expérience n'est pas complétée au moment de la rédaction de ce rapport.

Type de document: r
Région(s) administrative(s): 05
Financement: Bénéficiaire - Commission scolaire de Lennoxville
Organisme(s) source(s) - MEQ-DGDP
Programme(s) de subvention - Projet-pilote
Auteur de l'analyse: jr

E D U Q 8370366

MOONEY, Carol

"Programme psycholinguistique pour l'intégration d'une jeune sourde à l'école élémentaire".

Carol Mooney

E D U Q 8370366

FEUILLE SYNTHESE DE PRESENTATION DU RAPPORT

PERIODE COUVERTE PAR L'EXPERIMENTATION
1980-1981

Commission scolaire: La commission scolaire du district de Lennoxville

Région administrative: 05

Secteur: anglophone Groupe âge: 8ans

Nombre d'élèves impliqués dans le projet: 1

Titre du projet: Programme psycholinguistique pour l'intégration d'une jeune sourde à l'école élémentaire

Responsable du projet: Nom: Carol Mooney

Fonction: Coordonnatrice en enfance inadaptée

Téléphone: (819) 569-5191

Chercheur attitré: Nom: Johanne Pepin

Fonction: Chercheur à l'Université de Sherbrooke

Téléphone: (819) 565-5088
ou (819) 565-8534

Objectifs du projet (résumé): Nous désirons comparer l'efficacité de deux modèles organisationnels pour l'intégration d'une jeune sourde en classe régulière. Le modèle utilisé

l'an dernier était axé sur l'intervention directe spécialisée alors que le modèle de cette année mise sur l'instrumentation des enseignants. Le critère principal de comparaison des deux modèles est la performance du sujet.

Description sommaire de l'expérimentation réalisée jusqu'à ce jour: Les données obtenues l'an dernier en post-test ont servies de résultats pré-test de cette année. L'instrumentation des enseignants se déroule par le biais de rencontres avec un spécialiste en surdité, de visite à un centre spécialisé pour les sourds.

Montant total de la subvention
autorisée pour l'année 1980-81: $ 12,400

1- Titre du projet

Programme psycholinguistique pour l'intégration d'une jeune sourde à l'école élémentaire.

2- Commission scolaire-Ecole

Commission scolaire du district de Lennoxville. Ecole élémentaire de North Hatley.

3- Membres de l'équipe de recherche et d'intervention

- Beverly Dyer, enseignante au secteur régulier. Elle enseigne principalement le langage et la lecture au sujet.
- Pauline Crease, enseignante au secteur régulier. Elle enseigne les mathématiques et l'orthographe au sujet.
- Jamie McDougall, psychologue, directeur du centre Mackay. Responsable de la coordination de l'intervention et de l'instrumentation des enseignants.
- Nicole Nault, mère du sujet. Elle fait de l'intervention individualisée auprès du sujet à l'école.
- Johanne Pepin, rééducatrice en enfance inadaptée. Conseille la mère pour l'intervention rééducative et chercheur.

4- Plan de la recherche

4.1 a) Spécification des difficultés de l'élève concerné par ce projet

Le sujet a été diagnostiqué à l'âge de deux ans et trois mois comme souffrant d'une surdité bilatérale profonde. En

novembre 1977, le sujet fut inscrit au Mc Gill University Project for Hearing Impaired Children. Le tableau suivant présente les résultats de l'évaluation audiométrique réalisée au moment de son entrée dans le projet de Mc Gill.

Tableau 1 Evaluation audiométrique

a) Sans aide d'appareils auditifs

	250	500	1000	1500	2000	3000	4000 Hz
Oreille droite	85	105	105	-	110	NR	NR
Oreille gauche	85	105	105	110	NR	NR	NR

NR: pas de réponse

b) Avec aide d'appareils auditifs

	250	500	1000	2000	4000 Hz
Oreille droite	45	60	65	75	NR
Oreille gauche	45	55	45	75	NR

Le déficit auditif étant très important, le sujet dépend donc surtout de la lecture labiale. Au niveau de l'expression, le sujet communique de façon orale; il ne possède pas le langage gestuel.

L'an dernier notre projet consistait essentiellement en des interventions directes auprès de l'enfant. Ainsi, à raison de une heure par jour et ce 3 jours/semaine le sujet recevait des interventions spécifiques sur le langage réceptif (compréhension et lecture) et sur le langage expressif (parole et écriture). Comme l'indique les résultats du rapport final du projet de 1979-1980, le sujet s'est grandement amélioré au niveau des deux domaines qui nous concernaient le plus le langage réceptif et le langage expressif. Il est à noter que nous aurions aussi voulu avoir un impact sur les enseignants mais que cet objectif n'avait pas été atteint l'an dernier. Cette année, à la demande des parents et des enseignants du sujet, nous avons axé le projet sur

l'instrumentation des enseignants afin de les habiliter à mieux aider le sujet.

4.1 b) Nombre d'élèves

Un.

4.1 c) Groupe-âge et sexe

Notre sujet est de sexe féminin. Il est né le 26/04/72.

4.1 d) Localisation du sujet en fonction de ses pairs du secteur régulier

Cette année aussi, nous avons fonctionné au niveau 4 du système en cascade c'est-à-dire que le sujet est enclasse régulière et qu'à raison de cinq heures/semaine il reçoit une attention individualisée.

4.1 e) Organisation humaine et physique de l'école

C'est une école élémentaire composée d'environ 90 étudiants et de 7 enseignants. On y offre le cours élémentaire complet. Le directeur y est présent à mi-temps et il occupe la même fonction dans une autre école de la commission scolaire. Des parents viennent à l'école et s'impliquent dans certaines activités scolaires et des sorties éducatives.

On ne retrouve pas un groupe-classe par niveau. Ainsi, les étudiants de deuxième et troisième année sont dans le même groupe-classe. L'école compte aussi une bibliothèque, un local d'audio-visuel/catéchèse, un gymnase et une grande salle servant de salle communautaire et de salle à dîner.

L'an dernier, cette école avait un projet de bilinguisme où la moitié du temps les cours étaient dispensés en français et l'autre moitié du temps les cours étaient dispensés en anglais.

Ainsi, les mathématiques étaient enseignées en français ainsi que des matières telles les sciences humaines et les sciences naturelles. Cette année ce projet de bilinguisme a été modifié et le français y est enseigné à raison de une heure par jour mais, comme langue seconde. Les cours de mathématiques sont dispensés en anglais mais les cours de sciences sont restés en français. C'est pendant l'heure de français que le sujet travaille individuellement avec sa mère à la bibliothèque.

4.1 f) Identification des intervenants, spécification de leurs rôles et fréquence de leurs interventions

Intervenants	Rôles	Fréquence
P. Crease	Enseigne en classe régulière et est responsable des mathématiques et de l'orthographe.	Environ 1heure et demi par jour
B. Dyer	Enseigne en classe régulière et est responsable de la lecture et l'écriture expressive.	Environ 1 heure et demi par jour
J. McDougall	Responsable de l'intervention et de l'instrumentation des enseignants	Environ 1 fois par mois
N. Nault	Mère du sujet.Elle travaille avec le sujet à terminer ses travaux scolaires et à améliorer ses faiblesses en vocabulaire, en lecture et en mathématiques.	1 heure par jour à tous les jours
J. Pepin	Fournit à la mère des conseils et des instruments de travail	Environ 1 fois par 3 semaines

4.1 g) Assiette-horaire

Le sujet suit son groupe-classe dans les différentes matières sauf en français langue seconde. En effet, nous ne jugeons pas le sujet prêt à suivre cet enseignement. Pendant cette heure quotidienne de français, le sujet travaille en bibliothèque avec sa mère à finir les travaux scolaires inachevés ou sur les thèmes plus faibles chez le sujet: le vocabulaire, la prononciation, la structuration de la phrase, la compréhension de consignes.

4.1 h) Facteurs géographiques

- Type de région: semi-rurale.
- Territoire desservi par la commission scolaire: 20,720 km carrés.
- Provenance de la population-cible: North Hatley.
- Transport scolaire: aucune répercussion dans le projet.

4.1 i) Ententes de services avec le Ministère des Affaires Sociales

L'été dernier, le sujet a bénéficié d'un camp d'été d'orthophonie organisé par le centre Mackay à Ayers Cliff (tout près du lieu de résidence du sujet.

4.1 j) Autres

Le lecteur qui compare la demande de reconduction du projet faite en janvier et ce rapport d'étape y verra des différences concernant les objectifs et le mode d'intervention adoptée. Cet écart s'explique par le fait que ce n'est qu'en août dernier que ces modifications ont été apportées. Elles faisaient suite à la demande des enseignants et des parents. Les enseignants voulaient pour leur part recevoir des informations et du soutien face à l'intégration d'une enfant sourde dans le but d'améliorer leur intervention face au sujet. Quant aux parents, ils étaient conscients de l'importance de l'action des enseignants réguliers du sujet compte tenu du temps qu'il passe en classe régulière et du fait que les parents tiennent à ce que le

sujet vive le plus longtemps possible et le mieux possible une situation d'intégration en classe régulière.

4.2 Objectifs de la recherche

L'objectif général de ce projet est de comparer l'impact sur l'enfant de deux modèles organisationnels différents. Le modèle organisationnel utilisé l'an dernier consistait essentiellement en une intervention directe auprès de l'enfant. Ce modèle a eu un impact très positif sur la performance de l'enfant. Le modèle organisationnel adopté cette année vise l'instrumentation des enseignants sans intervention spécialisée directe auprès de l'enfant. Nous sommes intéressés, en comparant les résultats pré-test/post-test obtenus l'an dernier à ceux de cette année, à vérifier si l'un ou l'autre des deux modèles a un impact supérieur à l'autre en termes de performance de l'enfant.

Etapes de réalisation:

1) Rencontres entre l'intervenant et B. Dyer et P. Crease (enseignantes responsables du sujet) afin de donner de l'information sur le phénomène de la surdité en général et les problèmes spécifiques du sujet. Trois de ces rencontres ont eu lieu depuis septembre.
2) Visite du centre Mackay par les deux enseignantes du sujet. Cette visite avait pour but de connaître des instruments de travail et des techniques d'intervention auprès des sourds. Cette journée d'instrumentation a été effectuée en septembre.
3) Rencontre entre les parents et l'intervenant prévue pour janvier mais reportée à une date ultérieure.
4) Rencontres entre la mère et le chercheur pour orienter l'action de la mère. Environ 1 fois à toutes les trois

semaines et sur demande.

5) Rencontre le 14 janvier entre l'intervenant, les membres du personnel intéressés, le principal, la coordonnatrice en enfance inadaptée et le chercheur. Cette rencontre
6) Vidéo en classe afin d'étudier les attitudes des enseignants face au sujet.
7) D'autres rencontres sont prévues entre l'intervenant et les enseignantes du sujet à un rythme d'une par mois d'ici la fin du projet.
8) Passation des post-tests au sujet. } juin
9) Vidéo en classe du sujet }

4.3 Elaboration du modèle d'intervention

a) Explication de la problématique particulière de la population-cible en relation avec l'intervention

Le modèle d'intervention directe utilisée l'an dernier a eu des effets très positifs sur le sujet. Mais la réalité scolaire particulière de cette école (très petite école où il n'y a pas d'orthopédagogue ni de classe-ressource) nous fait bien voir le caractère spécial de l'intervention utilisée l'an dernier. Nous voulions donc cette année adopté une intervention qui aurait un caractère plus permanent en ayant un impact sur les enseignants de cette école puisque ce sont eux les premiers responsables de l'intégration. En utilisant un modèle organisationnel centré sur l'instrumentation des enseignants nous désirons que notre intervention soit de plus longue portée (environ 25 heures comparé à 3 heures d'intervention spécialisée) et qu'elle s'effectue dans un contexte plus intégratif. De plus, nous espérons que cette intervention démystifiera aux yeux des enseignants les"redoutables" enfants inadaptés.

b) Objectifs de l'intervention

Notre principal objectif est que le sujet améliorera son niveau de performance en langage. Plus spécifiquement, les résultats obtenus au post-test seront supérieurs à ceux obtenus au pré-test. Notre second objectif consiste à améliorer les attitudes des enseignants face à l'intégration. Ce deuxième objectif sera mesuré par un questionnaire d'attitudes et deux vidéos faits en classe.

c) Description du type d'intervention adoptée

Tel que présenté dans les étapes de réalisation, l'intervention consiste en des rencontres avec un spécialiste en surdité (l'intervenant) et les enseignants responsables du sujet. Ces rencontres ont pour but d'informer les enseignants sur le phénomène de la surdité, sur le matériel didactique spécialisé et sur les possibilités et les faiblesses du sujet.

La mère reçoit un support du chercheur par l'intermédiaire de stencils représentant chacun des concepts importants à travailler avec l'enfant. Ces concepts sont tirés du livre de base en lecture utilisé par l'enseignant du sujet. Vous trouverez en annexe, appendice A, les copies des stencils présentés.

4.4 Evaluation du modèle d'intervention et d'organisation

a) Moyens d'évaluation

Pour évaluer notre objectif principal soit l'impact de l'intervention sur les performances du sujet nous utiliserons les mêmes tests que l'an dernier. Ainsi, les résultats post-tests de l'an dernier seront utilisés comme résultats pré-tests de cette année. Cette mesure est adoptée dans le but de contrer l'effet d'appren-

tissage dû à l'utilisation des mêmes tests. Par ailleurs, nous devions utiliser les mêmes tests si nous désirons comparer adéquatement les performances du sujet.

Le Bankson Language Screening Test a pour but d'évaluer les habiletés psycholinguistiques et perceptuelles. Il est composé de 17 sous-tests répartis en cinq catégories: les connaissances sémantiques, les règles morphologiques, les règles syntaxiques, la perception visuelle et la perception auditive. Dans le cadre de ce projet, nous avons retenu les trois premières catégories. Le choix de ce test répondait aux critères suivants: un test évaluant le vocabulaire et la syntaxe qui sont deux aspects du langage qui représentent beaucoup de problèmes pour les sourds (Moores, 1978)[1], un test attrayant pour l'enfant et dont le dépouillement des résultats pourraient donner des pistes de travail.

L'autre test utilisé est le Stanford Achievement Test. Nous l'avons choisi dans le but de pouvoir comparer les connaissances du sujet à des enfants normaux et à des enfants sourds placés en institution spécialisée. Le Stanford Achievement Test a été créé pour mesurer les apprentissages scolaires importants : le vocabulaire, la lecture (lecture de mots et compréhension en lecture), l'orthographe, les concepts mathématiques, le calcul et le savoir écouter.

Vous trouverez en annexe, appendice B une copie de ces tests.

1. MOORES, D.F. (1978). Educating the deaf: psychology, principles and practices, New-York: Houghton Mifflin

b) Présentation des résultats

Les résultats au test du Bankson se retrouvent dans le tableau suivant:

Vocabulaire

Sous-tests	Score du sujet	Moyenne *	Ecart-type *
Parties du corps	7	8.31	0.93
Noms	7	7.98	1.25
Verbes	8	8.78	0.60
Catégories	8	6.89	0.89
Fonctions	7	8.64	0.77
Prépositions	7	7.62	2.02
Couleurs	8	8.11	0.98
Opposés	7	6.07	2.02

Syntaxe

Sous-tests	Score du sujet	Moyenne *	Ecart-type *
Pronoms	3	7.82	1.40
Temps des verbes	7	7.04	2.31
Pluriel-Superlatif	6	5.73	2.17
Accord sujet-verbe	5	7.51	2.07
Répétition de phrases	1	7.69	1.40

* Pour les enfants normaux de cet âge

Les résultats obtenus au Stanford Achievement Test nous fournissent le classement en rang percentile du sujet comparé à d'autres enfants sourds de son âge placés en institution spécialisée.

Sous-tests	Rang percentile
Vocabulaire	48

Sous-tests	Rang percentile
Lecture de mots	84
Compréhension en lecture	84
Orthographe	44
Concepts mathématiques	66
Calcul	92
Savoir écouter	64

c) Interprétation des résultats

Les résultats présentés ci-dessus sont ceux du post-test effectué l'an dernier. Comme mentionné antérieurement ils constituent le pré-test de cette année. Ces mêmes tests seront à nouveau soumis au sujet en juin. Les résultats de juin 1981 pourront alors être comparés à ceux présentés dans ce rapport et dans un deuxième temps, la différence pré-test/post-test de l'an dernier sera comparée à celle de cette année.

Appendice A

Support didactique fourni à la mère

Put a box around the letter that is the same in each word.

boy blue boat bad

Write other words that begin with b.

__________ __________ __________

__________ __________

Put a line under the words that do not begin with b.

baby	bake	come	doll
black	cat	bone	ball
door	boat	born	bump

J. B.

Rhyming sounds may be written by the same letters.

bed

red

Say these words.

These are rhyming words because they have rhyming sounds (sounds that are the same).

Draw a line between the rhyming words.

bed	pig
big	tag
bag	red

J. Papin

A capital letter begins each sentence.

Colour the capital letters.

José goes to school. She works very hard. Her mother is happy. Philippe is proud of her.

Underline the capital letters.

Jim ran into his room. He saw a big box. It was on his bed. Quickly he opened it.

Write beginnings for these sentences.

________ like ice cream.

________ loves me.

________ is little, but Philippe is tall.

J. Du[illegible]

UNIT [illegible]

Underline m in each word

man men milk mother

Write other words beginning with m

__________ __________

Make three sentences with the words : men , milk , mother.

____

____

____

J. Pagán

The name of a person begins with a capital letter.

Josée Nicole Philippe

Write the names of five friends

_______________ _______________

_______________ _______________ _______________

Write with a capital letter each word below that may be the name of a person.

mike drink eat mary wash

school john pencil car sandra

_______________ _______________

_______________ _______________

J. Papan

A word may have more than one meaning

park < I park the car in the street.
Jesse and Nicole play in the park.

---

fly < (an insect) There is a fly on the [illegible]
(an action) the airplanes fly.

Make a sentence with:

fly (an action): ______________________________

fly (an insect): ______________________________

fall < (a season) In fall trees become yellow and red.
(an action) I fall on my knee and it hurts.

Make a sentence with:

fall (a season). ______________________________

fall (an action). ______________________________

J. Pagán

UNIT 3

Underline the letter f in each word.

fun fish find father feet family

Put a circle around the words that begin with f.

bread monkey face table flower
farm paper teacher fall chair

Complete the sentences. Use a word beginning by the letter f. (feet - fish - father - fun)

I catch a big ________ in the water.

I have ______ with my friends.

I have two ______.

Louis-Philippe is the name of my __________.

J. Lapin

UNIT 3

Fish

Underline the sh. Think of its sound.

the sh is one sound but has two letters

Ask your mother to say these words. Each time you hear a word that begins with sh, raise your hand.

shoot – sun – shake – sentence – ship – she

Now you say the words. Your mother must raise her hand when she hears a word that begins with sh.

she – sentence – sun – ship – shake – shoot.

J. Pepin

A [illegible] capital letter and ends with a period.

the capital letter is a green light, it tells to go. The period is a red light, it tells to stop.

Write sentences that tell about you.

____

____

____

Write sentences that tell about your school.

____

____

____

Write sentences that tell about your father.

____

____

____

[illegible]

Say the following pairs of words and have the child repeat them after each pair.

wing	rest	wed	wide	rent
ring	west	red	ride	went

Make a sentence about:

(red apples): ______________________________

(a gold ring): ______________________________

(the rain): ______________________________

Write other words beginning with r.

____

____

____

J. Pajean

- Ask the child to select pictures from magazines. Help him to write a cooperative composition based on the pictures.

  Title. ______________________

  ____
  ____
  ____
  ____
  ____
  ____

- If you were a teacher, what would you do?

  ____
  ____
  ____

J. Pepin

UNIT 5

- Read aloud the following words. Have the child repeat them after you.

doll	bug	door
down	dog	dance
block	desk	basket

- Put a box around the words beginning by the letter d. Put a line under the words beginning with b.

- Make a sentence about:

(a doll): ____________________

(your desk): ____________________

(a big dog): ____________________

J. Papin

UNIT 5

Some words add s to mean more than one.

Read the following paragraph.

the dog chased the pigs around the yard. the white hen and the ducks were watching. Some chicks ran into the barn. the farmer was angry.

Is there one or more than one dog? ____________

pig? ____________

hen? ____________

duck? ____________

chick? ____________

farmer? ____________

How do you know?

____

____

J. Papin

Unit 6

La leçon est une leçon de revision.

Exercices

- Dictée des mots suivants:

bag	bed	big	box	but	be
man	men	milk	mother		
father	fell	find	fish	fun	
ran	rain	red	ring	run	
day	dear	did	dinner	dog	

- Read aloud the following words, have the child repeat them after you:

    hat

    house

    how

    her

- Write more sentences like this one

    this is her desk.

    ____

    ____

    ____

- Find the good words beginning with H

    1) a place to live: __________

    2) a piece of clothing: __________

    3) a question word: __________

J. Pepin

- Read aloud the following words; have the child repeat them after you.

bring
brother
bread
brown
brain

- Put a circle around the group letters br of the List words

- Make a sentence with the word

(brother) ______________________

(brain) ______________________

(bread) ______________________

(bring) ______________________

(brown) ______________________

J. Paquin

- Make sentences using the opposites words in the same sentence.

J. Pagin

1

UNIT 8

- Read aloud the List words and have the child repeat them after you.

last	new
like	now
little	nose
love	nurse
no	need
nine	laugh

- Make a sentence using the word

(last) ______________________

(laugh) ______________________

(now) ______________________

(nurse) ______________________

(need) ______________________

- Put a l or a n before the letters to make a word.

_ike _o _ose

_ine _ove

J. Paquin

Letters that are not sounded are called silent letters.

Find the number of sounds in like and love by pronouncing the whole word, then analyse it into sounds.

Example: like

l-i-k we pronounce it lik
but we write like

love:

- Put a circle around the words that end with a silent e.

be	little
like	love
me	mouse
house	he

J. Papin

- Read aloud the List words and have the child repeat them. Insist that pupil pronounce clearly. Emphasize that though those words are short, they are very important since they are used often.

am	for	is	our
and	his	it	to
as	I	my	
are	in	of	

- the following sentences might be used to teach the meaning of the list words.

1. His brother is as strong as I am.
2. Four of my friends are in that class.
3. Peter is coming to our house for dinner.
4. Father and my teacher talked about it.

J. Pepin

When talking about one person or one thing we use the word is ; when talking about more than one person or more than one thing we use the word are.

- Write the correct word is or are.

Nicole ______ in the house.

They ______ in the yard.

the teacher ____ in school.

the children ____ having fun.

Philippe ____ at work.

- Write sentences using these words:

____________ is playing with a doll.

____________ are doing homework.

____________ is happy.

____________ are eating.

J. P.

J. Pepin

- Use the following words to drill the correct pronunciation:

goat grow
coat crow

- Give a short dictation using the words of the previous exercise in random order.

______________ ______________

______________ ______________

- Complete the sentences by using one of the following words.

(get – go – good – yellow – yes)

1) Some flowers are red, others are ______________
2) Did you do your homework? ________, I did.
3) I ________ up at seven o'clock.
4) I take the bus to ________ to school.
5) Mrs. Crease is a ____________ teacher.

Appendice B

Tests

Bankson Language Screening Test
Score Sheet

Part One: SEMANTIC KNOWLEDGE

A. Body Parts (Plate 1 — Items 1–9)

	E	(R)		E	(R)		E	(R)
1. mouth	____	(____)	4. chin	____	(____)	7. elbow	____	(____)
2. eye	____	(____)	5. thumb	____	(____)	8. ankle	____	(____)
3. hand	____	(____)	6. knee	____	(____)	9. shoulder	____	(____)

B. Nouns (Plate 2 — Items 10–18)

	E	(R)		E	(R)		E	(R)
10. butterfly	____	(____)	13. lock	____	(____)	16. doorknob	____	(____)
11. mask	____	(____)	14. faucet	____	(____)	17. sofa	____	(____)
12. umbrella	____	(____)	15. violin	____	(____)	18. tent	____	(____)

C. Verbs (Plate 3 — Items 19–27)

	E	(R)		E	(R)		E	(R)
19. running	____	(____)	22. swinging	____	(____)	25. creeping (crawling)	____	(____)
20. reading	____	(____)	23. writing (drawing) (coloring)	____	(____)	26. driving	____	(____)
21. catching	____	(____)	24. jumping	____	(____)	27. hammering (pounding) (making something) (fixing)	____	(____)

D. Categories (Plate 4 — Items 28–36)

	E	(R)		E	(R)		E	(R)
28. animals	____	(____)	31. hot things	____	(____)	34. tools	____	(____)
	____	(____)		____	(____)		____	(____)
29. toys	____	(____)	32. furniture	____	(____)	35. appliances	____	(____)
	____	(____)		____	(____)		____	(____)
30. food for breakfast	____	(____)	33. fruits	____	(____)	36. means of transportation	____	(____)
							____	(____)

E. Functions (Plate 5 — Items 37–45)

	E	(R)		E	(R)		E	(R)
37. eat with	____	(____)	40. dig with	____	(____)	43. tell time with	____	(____)
38. wear	____	(____)	41. sew with	____	(____)	44. fix with	____	(____)
39. write with	____	(____)	42. ride in	____	(____)	45. make music with	____	(____)

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F. *Prepositions* (Plate 6 — Items 46-54)

		E	(R)			E	(R)			E	(R)
46.	on	____	(____)	49.	under (in front of)	____	(____)	52.	around	____	(____)
47.	between	____	(____)	50.	behind (in back of) (through)	____	(____)	53.	across (through)	____	(____)
48.	under	____	(____)	51.	over (above)	____	(____)	54.	beside (on the side of)	____	(____)

G. *Colors/Quantity* (Plate 7)

Colors (Items 55-60) — *Quantity* (Items 61-63)

		E	(R)			E	(R)			E	(R)
55.	red	____	(____)	58.	green	____	(____)	61.	more	____	(____)
56.	blue	____	(____)	59.	purple	____	(____)	62.	most	____	(____)
57.	yellow	____	(____)	60.	orange	____	(____)	63.	15	____	(____)

H. *Opposites* (No plate utilized — Items 64-72)

64.	big	____	(____)	67.	fat	____	(____)	70.	near	____	(____)
65.	tall	____	(____)	68.	first	____	(____)	71.	heavy	____	(____)
66.	fast	____	(____)	69.	easy	____	(____)	72.	least	____	(____)

Part Two: MORPHOLOGICAL RULES

I. *Pronouns* (Plate 8 — Items 73-81)

73. This ball belongs to ____________ (her).
74. This ball belongs to ____________ (them; both of them).
75. And this ball belongs to ____________ (him).

76. In this picture, ____________ (she) is holding the ball.
77. In this picture, ____________ (they) are holding the ball.
78. In this picture, ____________ (he) is holding the ball.

79. This ball is ____________ (hers).
80. This ball is ____________ (theirs).
81. This ball is ____________ (his).

J. *Verb Tenses* (Plate 9 — Items 82-84)

82. He likes to run. In this picture he ____________ (is running).
83. She likes to read. In this picture she ____________ (is reading).
84. He likes to swim. In this picture he ____________ (is swimming).

(Plate 9 — Items 85-87)

85. In this picture he ____________ (runs).
86. In this picture she ____________ (reads).
87. In this picture he ____________ (swims).

(Plate 10 — Items 88-89)

88. In this picture he is smiling, but in this picture he has already ____________ (smiled).
89. In this picture the girl is climbing, but in this picture she has already ____________ (climbed) (picked the flowers).

(Plate 11 — Item 90)

90. What will happen to the pan? It ____________ (will fall).

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K. *Plurals/Comparatives/Superlatives* (Plates 12, 13, 14, and 15 — Items 91–99)

91. Here is a book. Here are two __________ (books).
92. Here is a penny. Here are two __________ (pennies).
93. Here is a box. Here are two __________ (boxes).

94. Here is a child. Here are two __________ (children).
95. Here is a man. Here are two __________ (men).

96-97. This dog is not big. This dog is big. This dog is even __________ (bigger), and this dog is the __________ (biggest).

98-99. This cake is not good. This cake is good. This cake is even __________ (better), and this cake is the very __________ (best).

Part Three: SYNTACTIC RULES

L. *Subject-Verb Agreement/Negation* (Plates 16 and 17 — Items 100–108)

100. The cow is eating. The cows __________ (are eating).
101. The ducks are swimming. The duck __________ (is swimming).
102. They walk. She __________ (walks).
103. He walks. They __________ (walk).

104. This man is wearing a hat, but this man __________ (isn't).
105. This dog has a collar, but this dog __________ (doesn't).
106. This cake was eaten, but this cake __________ (wasn't).
107. This tree doesn't have a large trunk, but this tree __________ (does).
108. Show me who is not a boy __________.

M. *Sentence Repetition/Judgment of Correctness* (No plate)

Repetition (Items 109–113)

	Correct	Incorrect
109. The dog likes children.	______	______
110. Mother told sister to watch the baby.	______	______
111. Will you show your kitty to me?	______	______
112. We have to walk because that's Billy's bike.	______	______
113. I'll give it to you if you want it.	______	______

Judgment of Correctness (Items 114–117)

	Correct	Incorrect
114. Me fix it.	______	______
115. The dog running.	______	______
116. The dish is not broken.	______	______
117. He walk home.	______	______

Part Four: VISUAL PERCEPTION

N. *Visual Matching/Discrimination*

Matching (Plate 18 — Items 118–121)

	Correct	Incorrect
118.	______	______
119.	______	______
120.	______	______
121.	______	______

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Discrimination (Plates 19 and 20 — Items 122-126)

	Correct	Incorrect
122.	______	______
123.	______	______
124.	______	______
125.	______	______
126.	______	______

O. *Visual Association/Sequencing*

Association (Plates 21 and 22 — Items 127-131)

	Correct	Incorrect
127.	______	______
128.	______	______
129.	______	______
130.	______	______
131.	______	______

Sequencing (Plates 23, 24, and 25 — Items 132-135)

	Correct	Incorrect
132.	______	______
133.	______	______
134.	______	______
135.	______	______

Part Five: AUDITORY PERCEPTION

P. *Auditory Memory* (No plate — Items 136-141)

	Correct	Incorrect
136. car goat dance	______	______
137. table run orange big	______	______
138. feet time hit short dig	______	______
139. Mary is in the car.	______	______
140. I went outside to play football.	______	______
141. Mama asked Sally to bring the brown dog in the house.	______	______
(Items 142-144)		
142. Stand up and put your hands on top of your head.	______	______
143. Sit down, open the book, and put it on your lap.	______	______
144. Give the book to me, walk to the door, and come back to me.	______	______

Q. *Auditory Sequencing/Discrimination*

Sequencing (No plate — Items 145-147)

145. ______________________________
146. ______________________________
147. ______________________________

Discrimination: (Plates 26 and 27 — Items 148-153)

	Correct	Incorrect
148. key	______	______
149. soup	______	______
150. rock	______	______

	Correct	Incorrect
151. The coat is by the fence.	______	______
152. Don't be afraid of a big mouth.	______	______
153. Did you get the wash?	______	______

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LANGUAGE PROFILE SHEET

Subtests	Number of Correct Responses 1	2	3	4	5	6	7	8	9	Scores
Semantic Knowledge										
A Body Parts										
B Nouns										
C Verbs										
D Categories										
E Functions										
F Prepositions										
G Colors/ Quantity										
H Opposites										
Morphological Rules										
I Pronouns										
J Verb Tenses										
K Plurals/ Comparatives/ Superlatives										
Syntactic Rules										
L Subject-Verb Agreement/ Negation										
M Sentence Repetition/ Judgment										
Visual Perception										
N Visual Matching/ Discrimination										
O Visual Association/ Sequencing										
Auditory Perception										
P Auditory Memory										
Q Auditory Sequencing/ Discrimination										

Name ______________________

Grade ____________ Age ____________

School ______________________

Date ______________________

Examiner ______________________

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Teacher's Detailed Instructions for Administering

The Primary Level I test booklet, itself, has not been modified in any way. Only these directions for administering are modified for hearing impaired students. Please be sure your students receive Form A of the Primary Level I. It is for this form only that this manual is intended, and for which norms will be available.

FIRST HALF DAY

Before Beginning the Test

1. To assure quiet and freedom from interruptions, post a "Testing Do Not Disturb" sign on the door.
2. Seat pupils in such a way as to prevent them from helping each other. Otherwise, a true picture of pupil achievement or pupil difficulties cannot be obtained.
3. Be sure that the desks are cleared and that each pupil has one or two soft-lead pencils (No. 2).
4. Be sure you have a test booklet for each pupil and an extra booklet for yourself to use when demonstrating directions, along with a copy of these Directions for Administering.
5. In order to time tests accurately you should have a stopwatch or a watch or clock with a second hand.
6. Make sure you have read the Instructions for Administering Teacher-Dictated Subtests before beginning the first test.

First Testing Period

TEST 1: Vocabulary

SAY to the pupils:

I am going to give each of you a booklet which has many interesting things in it for you to do. Do not open the booklet or mark on it until I tell you to do so.

Pass out the booklets for the Primary Level I Battery, making sure that each child gets the booklet with his name on it. THEN SAY:

Turn your booklet over so that the picture on the cover is on top.

Hold up a booklet and point to the picture. THEN SAY:

First, we're going to play a game with words, to see how many you know. Open your book and fold the cover back, like this, so that only page 2 is showing. See the 2 at the bottom of the page. Now look at the top of page 2. Write your name at the top of the page where it says "Name."

Hold up a booklet and point to the name blank. Give help in following these instructions to any pupils who need it. THEN SAY:

Put your finger on the box called "Sample" at the top of the page. It says, "puppy, kitten, cub."

Point to the sample in your own booklet or copy it on the board and point to the board. Check to see that all children have located the sample. THEN SAY:

I will read part of a sentence, followed by three words. You will try to figure out which one of these three words completes the sentence. Ready? "A baby cat is a—puppy, kitten, cub." Which word best completes the sentence?

Wait for the class to answer.

Yes, "kitten," and you can see that the space under "kitten" has been marked.

On the board, show pupils how to mark an answer space. Explain that if any students wish to change an answer, they must completely erase their first mark. Make sure all children know what to do. THEN SAY:

Right below this box is line number 1. We will do this line and the others on this page the same way as the sample. I will read part of a sentence, followed by three words or groups of words, and repeat the sentence and the words once. Choose the word that best completes the sentence and mark the answer space under it.

Be sure to read each item number; then read each sentence and the option words exactly as stated and repeat once. Occasionally remind the children to mark the answer space. Pause about ten seconds before going on to the next item. Proceed deliberately but steadily. Usually the children will need no more time than is provided by a steady double-reading of each item. The purpose of reading each item twice is to give them ample opportunity to follow the sequence of three words and to locate the correct word. Continue through the entire test, encouraging the pupils to do the best they can, even though the words may seem difficult.

TEST 1: Vocabulary (Continued)

1 A room where food is cooked is called a
kitchen — den — parlor

2 Something that has been given to you is a
gift — favorite — profit

3 Lawbreakers are arrested by the
firemen — police — scouts

4 The one who broke the toy should get the
reward — blame — benefit

5 When there is very little light, it is
dark — easy — heavy

6 A trip in an airplane is a
flight — shipment — voyage

7 A sandal is a kind of
boat — bird — shoe

8 Something that is likely to hurt you is
accidental — secure — dangerous

9 A giant looks like a man but is
weaker — larger — quicker

10 If you go toward a higher place, you go
apart — upward — underground

11 A chair is padded to make it
softer — stronger — smaller

12 If you leave immediately, you go
in a while — right away — briefly

13 The head of a school is the
custodian — teacher — principal

14 A chain worn around the wrist is
an anklet — a bracelet — a necklace

15 To get ready to do something is to
prepare — condense — recite

16 If you have all you need, you have
extras — lost — enough

17 Something that doesn't cost much is
expensive — free — cheap

18 Someone who thinks about what he is doing is
friendly — lazy — careful

Now go up to the top of the next column and put your finger on number 19.

See that everyone has located 19.

19 Something stiff is hard to
burn — bend — sell

20 A lad is a
boy — girl — woman

21 If you arrive before you are expected, you are
soon — late — early

22 If you copy something by following its lines, you
track it — trace it — design it

23 If an answer is *not* true, it is
correct — good — false

24 A long, narrow piece of paper is a
strip — bag — square

25 If a tree has a big hole inside, it is
shallow — ripe — hollow

26 A building where things are manufactured is a
warehouse — showroom — factory

27 A calm day is
windy — quiet — warm

28 Moist means a little bit
hot — wet — used

29 If you turn toward an object, you
face it — ignore it — touch it

30 A narrow, back street in a town is
a pathway — an alley — a runway

31 To select means to
turn down — pick out — do without

32 An object that holds things in place is a
brace — hammer — chisel

33 The coast is the land near the
sea — river — hill

34 A thick row of bushes used as a fence is a
grove — forest — hedge

35 The seeds of wheat, corn, and oats are called
plants — soil — grain

36 A bitter taste is
smooth — unpleasant — delicious

37 The price a store asks for something is the
tax — amount — change

Ten seconds after reading the last item, SAY:

TEST 1: Vocabulary (Continued)

STOP! Put your pencil down. Close your booklet so that the picture on the cover is on top.

Give the children a rest period of from five to fifteen minutes; then continue with the directions for Test 2: Reading—Part A.

FIRST HALF DAY (Continued)

Second Testing Period

TEST 2: Reading—Part A

SAY to the pupils:

Now open your booklet again and turn to page 3. Fold the cover back like this, so that only page 3 is showing.

Demonstrate. Make sure that all children have the correct page. THEN SAY:

We are going to look at some pictures and find the words that tell what each picture is. Look at the sample at the top left-hand side of the page. Put your finger on the picture of the orange.

Point to the sample in your booklet.

Notice that there are three lines of words below the picture. You are to mark the space under the *one* word on each line that goes with the picture. On each line there are three words. One of these words tells you something about the picture of the orange. Mark the space under the right word. Read the words to yourself while I read them aloud. On line A, the words are "this, milk, orange." Which word tells what the picture is about?

Wait for the class to answer.

Yes, the last word, "orange." The space under it has been marked.

Now put your finger on the next line, B. The words are "eat, cat, each." Which word tells something about the picture of the orange?

Pause.

Yes, the first word, "eat," so mark the space under the word "eat."

Now put your finger on the next line, C. The words are "flour, foot, fruit." Which word tells something about the picture?

Pause.

Yes, the third word, "fruit," so mark the space under the word "fruit."

You will mark your answers to all the other pictures on this page and the next page in the same way. Mark the space under the word in each line which tells what the picture is about.

Does everyone know what to do with the words and pictures? First look at the picture. Then look at the words under the picture and read them to yourself. Do *not* say the words aloud. On each line, find the *one* word that tells what the picture in the box is about, and mark the space under the word. Begin with the picture in the next box and go down the column. When you finish this column, go to the right-hand column. Work down the page like this.

Point to your own booklet.

When you finish this page, turn it over and fold it back and go on to the next page, page 4. Keep working until you come to the bottom of page 4, where it says "STOP." Then put your pencil down and wait.

Demonstrate, and point to the word "STOP."

If you are not sure which word tells what the picture is about, do the best you can. Do you have any questions about what you are to do?

Pause.

Ready? GO!

Record the STARTING time on the board or on note paper. Give no further help on specific questions. Walk quietly about the room to find any children who do not know how to mark their answers and to make sure that all go on to page 4 but do not turn to page 5.

After 20 minutes, SAY:

STOP! Now write your name at the top of page 4 where it says "Name."

Point to the name blank in your own booklet. When all have written their names, SAY:

Close your booklet and put your pencil down.

Collect the test booklets. The first half day of testing ends here.

SECOND HALF DAY

Third Testing Period

TEST 2: Reading—Part B

SAY to the pupils:

I shall give you your booklet again. Don't open it or mark on it until I tell you to.

Pass out the booklets, making sure that each child receives his own. THEN SAY:

Now open your booklet to page 6. Look at the top of page 6. Write your name in the box where it says "Name."

Be sure that every pupil writes his name. THEN SAY:

Now turn to page 5 and fold the pages back, like this, so that only page 5 is showing.

Demonstrate. See that all have the right page. SAY:

Look at the sample box at the top left-hand corner of the page. The samples show you what to do on this page and the next page. The sentence for Sample A reads: "Al's little brother is a—" What Al's little brother is is named in one of the three words just below the sentence, beside the letter A. The words are "girl, man, boy." Which word tells what Al's little brother is?

Pause.

Yes, the word is "boy," so the space under "boy" has been marked. The next sentence says, "He is four years—old, good, red." Which word after the B finishes the sentence correctly?

Pause.

Yes, the word is "old." He is four years old, so mark the space under "old."

Check to see that all do this correctly. THEN SAY:

Now you are going to do the rest by yourself. Look at each box. Look at the picture and read the sentences. Each time you come to a line that starts with a number, choose the *one* word that makes the most sense and mark the space under it.

Make sure everyone understands what to do. If necessary, explain again. THEN SAY:

Begin with the next box and go down the column. When you finish this column, go to the right-hand column. Work down the page like this.

Point to your own book.

When you finish this page, turn to page 6 and fold your booklet so that only page 6 is showing. Go on working until you come to the bottom of page 6 where it says "STOP." Then put your pencil down and wait.

Demonstrate, and point to the word "STOP."

Do you have any questions about what to do?

Pause.

Ready? GO!

Record the STARTING time. Watch carefully to see that the children go on to page 6, but do not turn to page 7. If necessary, give help in turning to page 6.

After 25 minutes, SAY:

STOP! Close your booklet and put your pencil down.

Give the children a rest period of from five to fifteen minutes; then continue with directions for Test 3: Word Study Skills.

SECOND HALF DAY (Continued)

Fourth Testing Period

TEST 3: Word Study Skills

NOTE: This test need not be administered as it is not appropriate for hearing impaired students. You may, for your own purposes, wish to administer this test, in which case you should view its results with caution. Special norms for hearing impaired students will not be available for this test.

SAY to the pupils:

Now open your booklet again and turn to page 7. Fold the pages back, like this, so that only page 7 is showing.

Demonstrate. Make sure that all have the right page. THEN SAY:

We are going to read some words. I will name a word for you to find. You will have three words to choose from. The samples show how to do it. Look at the sample in the upper left-hand corner of the page.

Hold up your booklet and point to the sample box.

In the line marked A, you find these three words: "see, you, happy." Find the word "you."

TEST 3: Word Study Skills (Continued)

Pause.

Which word is "you?"

Wait for the class to answer.

Yes, it is the middle word, and [illegible]e that the space under it has been marke[illegible]ow, on line B, mark under the word "sing." Which word is "sing?"

Pause.

Yes, the first word is "sing," so you should have marked under the first word.

Check to see that all children have done this correctly. THEN SAY:

On line C, mark under the word "father." Which word is "father?"

Pause.

Yes, the middle word is "father," so you should have marked under the middle word. On line D, mark under the word "lend." Which word is "lend?"

Pause.

Yes, the last word is "lend," so you should have marked under the last word.

Walk around the classroom and make sure that all children understand the samples. If they don't, take time to explain again. THEN SAY:

Now we are going to do many others just like these. We will do them together all the way. Remember that you are to mark only the *one* word I ask you to mark.

As you read the items, do not rush the pupils, but proceed fast enough to keep their attention from wandering. Read in a clear, distinct manner. Pause about ten seconds between items. From time to time, check to see that the children are following directions. If necessary, remind them they are to mark *one* of the three words.

On line 1, mark the word CARD .... CARD.

On line 2, mark the word DAY .... DAY.

On line 3, mark the word PAST .... PAST.

On line 4, mark the word REST .... REST.

On line 5, mark the word JAR .... JAR.

On line 6, mark the word LATE .... LATE.

On line 7, mark the word FOOL .... FOOL.

On line 8, mark the word HID .... HID.

On line 9, mark the word STAGE .... STAGE.

On line 10, mark the word STICK .... STICK.

Now go up to line 11 at the top of the page on the right-hand side.

Make sure everyone has located line 11. THEN SAY:

On line 11, mark the word TRADE .... TRADE.

On line 12, mark the word GREW .... GREW.

On line 13, mark the word SPILL .... SPILL.

On line 14, mark the word SKIP .... SKIP.

On line 15, mark the word CLICK .... CLICK.

On line 16, mark the word FRONT .... FRONT.

On line 17, mark the word BELT .... BELT.

On line 18, mark the word SENSE .... SENSE.

On line 19, mark the word SAND .... SAND.

On line 20, mark the word MILK .... MILK.

On line 21, mark the word SHOW .... SHOW.

On line 22, mark the word CHIN .... CHIN.

On line 23, mark the word THERE .... THERE.

On line 24, mark the word WHEN .... WHEN.

On line 25, mark the word WING .... WING.

Now turn to page 8, like this. Write your name at the top of page 8 where it says "Name."

Demonstrate. Point to the top of the page where pupils are to write their names.

Pause. THEN SAY:

On line 26, mark the word BAT .... BAT.

On line 27, mark the word TELL .... TELL.

On line 28, mark the word DIG .... DIG.

On line 29, mark the word LOCK .... LOCK.

On line 30, mark the word HUM .... HUM.

On line 31, mark the word PASTE .... PASTE.

On line 32, mark the word TEAM .... TEAM.

On line 33, mark the word RIDE .... RIDE.

On line 34, mark the word POLE .... POLE.

On line 35, mark the word CUTE .... CUTE.

On line 36, mark the word MAIL .... MAIL.

TEST 3: Word Study Skills (Continued)

On line 37, mark the word SAY .... SAY.

On line 38, mark the word FEET .... FEET.

On line 39, mark the word NOON .... NOON.

On line 40, mark the word LOAD .... LOAD.

On line 41, mark the word BUTTER .... BUTTER.

On line 42, mark the word CARD .... CARD.

Now go up to line 43 at the top of the page on the right-hand side.

Make sure everyone has located line 43. THEN SAY:

On line 43, mark the word FIRM .... FIRM.

On line 44, mark the word SOUR .... SOUR.

On line 45,, mark the word SPOIL .... SPOIL.

On line 46, mark the word KNOCK .... KNOCK.

On line 47, mark the word WRITE .... WRITE.

On line 48, mark the word TALK .... TALK.

On line 49, mark the word LIMB .... LIMB.

On line 50, mark the word SLIGHT .... SLIGHT.

On line 51, mark the word PART .... PART.

On line 52, mark the word CLERK .... CLERK.

On line 53, mark the word GIRL .... GIRL.

On line 54, mark the word CORE .... CORE.

On line 55, mark the word CURTAIN .... CURTAIN

On line 56, mark the word POUCH .... POUCH.

On line 57, mark the word FLOWER .... FLOWER.

On line 58, mark the word SOIL .... SOIL.

On line 59, mark the word FLOW .... FLOW.

On line 60, mark the word JOY .... JOY.

Ten seconds after the last item has been read, SAY:

STOP! Put your pencil down and close your booklet.

Collect the test booklets immediately. The second half day of testing ends here.

THIRD HALF DAY

Fifth Testing Period

TEST 4: Mathematics Concepts

SAY to the pupils:

I am going to give you your booklet again. Don't open it or mark on it until I tell you to. Today we will play a game with numbers. You will mark the spaces below the things I tell you to mark. Pay attention to what I tell you to do. Do the best you can.

Pass out the booklets, making sure that each child receives his own. THEN SAY:

Open your booklet to page 9 and fold the pages back, like this, so that only page 9 is showing.

Hold up a booklet and demonstrate.

In the upper left-hand corner find the box marked A. Count the blocks at the top of the box. How many are there?

Pause.

Yes, there are three, so the space under 3 is marked. Find the box marked B. You see the numbers 3, 4, 5, and a box for the number that comes next. Mark the space under the number that comes next.

Pause.

Which space did you mark? Yes, you should have marked the space under 6.

Check to see that all can do this. If some have trouble, illustrate further by using these examples on the board.

Examples: Which means the most children?
2 5 4 3

If you have one and someone gives you one more, you have
5 3 4 2

Read each item number; then read each item exactly as it is stated. Pause about ten seconds before going on to the next item.

1 **Now move down to the box where it says number 1 in the upper left-hand corner. Count the birds in this <u>set</u>; then mark under the <u>numeral</u> that tells how many birds there are.**

TEST 4: Mathematics Concepts (Continued)

2 Move down to the box where it says number 2 in the upper-left-hand corner. Count the plates on the table and mark under the name of that number.

3 Now move down to the box where it says number 3 in the upper-left-hand corner. Here you see some dots. Count this set of dots. Then mark under the numeral that tells how many dots there are.

4 Move down to number 4. Here you see four sets of marbles and blocks. Mark under the set that has three blocks.

5 Find number 5. These four dogs are chasing a rabbit. Mark under the one which is farthest from the rabbit.

6 Move up to the box at the top of the next column where it says number 6 in the upper-left-hand corner. Mark the space between the triangle and the rectangle.

7 Move down to number 7. Here are four fields. The top side and one other side of all the fields have the same length. Which field has the greatest area, that is, which is the largest field?

8 Find number 8. Mark under the numeral that belongs in the empty box.

9 Mark under the figure in which a circle is inside a square.

10 Mark under the numeral that is a count of the most things.

11 Mark under the sign that means to put numbers together.

12 Here are some apples on a plate. Mark under the set of sticks which matches the apples in number.

Now turn to page 10 and fold your booklet back, like this, so that only page 10 is showing. Write your name at the top of page 10 where it says "Name."

Hold up a booklet and demonstrate. Indicate where pupils are to write their names. THEN SAY:

13 We will now look at the top of page 10, where it says number 13 in the upper-left-hand corner. Look at the four stacks of blocks. Mark under the one that has the greatest number of blocks.

14 Move down to number 14. See these three sets of scales. In the first one, the ball is heavier than the apple. In the next one, the apple is heavier than the block. In the last one, the block is heavier than the cup. Which is the heaviest of all? Mark under the one which is the heaviest of all.

15 Here are four sets of small frames. Mark under the set whose number is greater than 6 and less than 10.

16 Look at the balls. Mark under the number name that tells how many balls there are.

17 Here are four paths, with a dot at the beginning and a dot at the end of each one. Mark under the path that is the longest.

18 Now move up to the top of the next column to the box where it says number 18 in the upper-left-hand corner. At the top is a picture of a piece of paper which has been folded and has a notch cut out at the fold. The arrow points to the place where the piece was cut out. How will the paper look when it is unfolded? Mark the space under your answer.

19 Mark under the group in which exactly one half of the marbles are green.

20 Here you see one cent, one dime, and one nickel. How many cents are all of them worth together?

21 Here are four bookcases with boxes on the shelves. The dark parts show where the boxes are. The boxes are all the same size. Mark under the bookcase that has the most space left for more boxes.

22 Look at the numeral in the box; then mark the space under the numeral that is in the hundreds place.

Now turn your booklet over to page 11, like this.

TEST 4: Mathematics Concepts (Continued)

Demonstrate. Make sure everyone has the correct page.

23 We will now go to the top of page 11 where it says number 23 in the upper-left-hand corner. Which clock shows nine o'clock?

24 Now move down to number 24. Mark under the numeral that means the greatest number of things.

25 You see some sets of blocks. Suppose you have a set of ten blocks. One of these sets added to your set will keep the number of your set the same. Mark under that set.

26 One block is lying down. If it were standing up, where would it belong? Mark under that place.

27 Mark under the set of blocks that is equivalent to the set of blocks on the table.

28 Now move up to the next column where it says number 28 in the upper-left-hand corner of the box. Here is a picture of a boy who is about the same size as most of the boys in your class. About how tall is he? Four inches, four feet, four yards, or four miles?

29 Now move down to 29. See these boxes? The game is to put the smallest box into the next larger box, and those two boxes into the next larger, until all of the boxes fit inside the largest box. Which box will be the third box to go in?

30 Here is a paper marked with tens place and ones place. What number value does the paper show?

31 Mark under the numeral that belongs in the empty box.

32 Mark under the picture that has both the greatest number of apples and the smallest apples in size.

Ten seconds after the last item has been read, SAY:

STOP! Put your pencil down and close your booklet.

Give the children a rest period of from five to fifteen minutes; then continue with directions for Test 5: Mathematics Computation and Applications.

THIRD HALF DAY (Continued)

Sixth Testing Period

TEST 5: Mathematics Computation and Applications

SAY to the pupils:

Now open your booklet again and turn to page 12. Fold the pages back, like this, so that only page 12 is showing.

Demonstrate. Make sure that all have the right page. THEN SAY:

We are going to do some things that we have been doing in our arithmetic classes. There may be some new things too, but they will be very much like what we have already learned. First, write your name at the top of page 12.

Point to the name blank. Pause.

Now look at the sample box at the top left-hand corner of the page. In the box you see four numerals: 1, 2, 3, and 4. I am going to read a sentence to you and then you will mark the space under one of these four numerals. Listen carefully. This is the problem: If you have two nickels and someone gives you one more, how many nickels will you have? Will you have one, two, three, or four?

Copy the sample on the board to let the children see how to mark their answers.

Yes, you will have three, so you mark the space under 3 like this.

When sure that all understand, start reading the items. Do not repeat the problems. Tell the pupils that they must listen carefully and get the problem the first time. Also, do not single out the numbers, such as 2 plus 3, but merely read the problem. Pause about ten seconds between items.

1 Now move down to the next box where it says number 1 in the upper-left-hand corner. The numbers in this box are—2, 5, 3, and 6. This is the problem: If you buy gum for 2 cents and candy for 3 cents, how many cents will you spend? Mark under the answer.

TEST 5: Mathematics Computation and Applications (Continued)

2 Now move down to the next box where it says number 2 in the upper-left-hand corner. Robin has 4 dolls, and Debra has 2 dolls. How many dolls have both girls? You see the numbers 4, 2, 6, and 8. Remember, Robin has 4 dolls, and Debra has 2 dolls. Mark under the number that shows how many dolls both girls have.

3 Now move down to the next box where it says number 3 in the upper-left-hand corner. How many pieces of paper does Carol have left? She had 5 pieces of paper at the start and used 2 of them. How many are left?

4 Move down to the box where it says number 4. There are 28 girls and 2 boys in the chorus. How many children are in the chorus all together?

Now move up to the box at the top of the next column where it says number 5.

Make sure everyone has the place. THEN SAY:

5 Fred had 6 crayons. He lost 4 of them. How many does he have left?

6 Now find number 6. Larry spent 2 cents for paper, 1 cent for gum, and 3 cents for candy. How much did Larry spend?

7 Now find number 7. It takes 5 cereal box tops to get a free magic set. If you have 1 box top, how many more will you need to get the magic set?

8 Now move down to number 8. Mother is putting 2 cupcakes on each plate. How many cupcakes will she need for 5 plates?

9 Now listen to number 9. Sue gave away 3 cookies and has 2 cookies left. How many cookies did Sue have at first?

Move up to the box at the top of the next column where it says number 10.

Check to see everyone has the right place. THEN SAY:

10 Patricia is 6 years old. Her baby brother is 2 years old. How many years older than her brother is Patricia?

11 Now move down to number 11. Aunt Mary is fixing sandwiches for 4 people. Each person will need 2 sandwiches. How many sandwiches does Aunt Mary need to make?

12 Now listen to number 12. There are supposed to be 50 children on the school bus. So far, there are 40 children. How many more are to come?

13 Now move down to number 13. One piece of candy costs 2 cents. How many pieces of candy can you buy for 8 cents?

14 Now move down to number 14. A boy can run 8 blocks in 8 minutes. At this rate, how many blocks can he run in 1 minute; 8 blocks in 8 minutes, how many in 1 minute?

Now turn your booklet over to page 13, like this.

Demonstrate. Make sure everyone has the correct page. THEN SAY:

15 Now find number 15. Put your finger on it so I can see that everyone has the right place. In number 15 you see 6 plus 2 equals something that goes in the frame. You are to think of the number that goes in the frame and mark under it. Is it 7, or 8, or 9? If it is not any of these three numbers, then mark under NH, which stands for Not Here. Find the answer and mark it.

16 Now look at number 16. It says 5 plus 4 equals something in the frame. If the answer is 10, 8, or 1, mark under one of them. If it is none of these, mark NH for Not Here. Go ahead and mark the answer.

17 Now look at number 17. You do 17 by yourself, and all the rest of them. I will not read any more, but you work the best you can until you have finished the page. Find the answer that belongs in each frame and mark the space under it. Do not mark in the frame. If the answer is Not Here, mark under NH. Go ahead and finish the page.

Record the STARTING time.

After 15 minutes, SAY:

STOP! Put your pencil down and close your booklet.

Collect the test booklets immediately. The third half day of testing ends here.

FOURTH HALF DAY

Seventh Testing Period

TEST 6: Listening Comprehension

IMPORTANT: It is especially important that you read the content of this test carefully and completely before reading it to the children.

All examiners should read the test as nearly as possible at the same rate. In whatever manner of communication you use, proceed deliberately—not fast, but not slowly—and enunciate clearly. Be sure of all pronunciations, signs, etc., before you administer the test. *Do not repeat unless instructions tell you to do so.* Repeating may disturb some pupils, and others may profit unfairly.

Before each item, read its number. If one passage calls for two items, begin by saying, "Numbers 21 and 22." Then read the passage. Then repeat for the item, "Question 21." Then, again, "Question 22." Pause about ten seconds between items.

Pass out the test booklets, making sure that each child has his own. THEN SAY:

Open your booklet to page 14 and fold it back. Today we want to see how well you can answer questions by listening. You will do no reading. Sometimes I will tell you what to listen for, and sometimes I will not; you will have to listen for anything I might ask.

I will read only a few of the stories more than once. Do not ask me to read them again. Remember everything you can. Do not ask questions, because this will disturb others who are thinking hard.

First, write your name at the top of page 14.

Pause. THEN SAY:

Look at the first box. Find the letter A. In the box you see a toy car, a football, and a doll. This is the story:

Mother brought home something for Ted, something for Jack, and something for their little sister.

Mark under the thing that was probably for the little sister.

Pause.

Which one did you mark? Yes, the doll. The doll is the thing for the little sister.

Now go down to B. Here you see a picture of a cat and a dog. I will read three sentences about them. You mark under the letter of the one that is true.

Show on the board how to mark the answer space. Be sure to read the letter before each sentence.

A The cat is chasing the dog.
B The dog is chasing the cat.
C Both are resting.

Pause.

Which letter did you mark? Yes, letter B. It said, "The dog is chasing the cat."

Check to see that all pupils understand. THEN SAY:

1 **Now go down to the next box with the number 1 in the upper-left-hand corner. Listen to my story.**

It is a nice summer day. Three children are playing together. All are happy.

Question 1 **Mark the space under the picture of my story.**

2 and 3 **Now look at the next two boxes. I will read a poem. Questions 2 and 3 are about the poem. Listen carefully.**

There was a little turtle,
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
He snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

Question 2 **Here are pictures of a puddle, a tree, and a rock. In the poem, where did the little turtle *not* go? Mark the picture of the place.**

Question 3 **Now you see pictures of a minnow, a mosquito, and a girl. In the poem, which one was *not* caught by the turtle? Mark it.**

TEST 6: Listening Comprehension (Continued)

4 and 5 This story will have two questions and two rows of pictures. Listen carefully.

> These animals help people take goods from place to place. The donkey carries things over mountain roads. The horse is fast and moves things quickly. The camel travels far without water.

Question 4 Which animal would a miner use to help carry supplies back into the mountains? Mark your answer.

Question 5 Now in number 5, mark the one which would be best for a long trip across a hot, sandy desert.

Go to the top of the next column and find numbers 6 and 7.

Be sure everyone has the right place.

6 and 7 Questions 6 and 7 are about this story. Listen carefully.

> Here are three kinds of materials for making houses. The first are blocks made of dried mud. They are good, but may wash away. The next are logs cut with axes. The last is concrete, and concrete blocks are made with machines.

Question 6 Which one is used in big cities today? Mark your answer.

Question 7 Now in number 7, mark the ones which were used long ago in forest country.

---

8 and 9 This story will have two questions and two rows of pictures.

> Billy went on a hike Saturday. After leaving his house, he went first to the cow pasture, then through the woods, and at last to the duck pond.

Question 8 Mark where Billy was just before he came to the duck pond.

Question 9 Mark the first place Billy went after leaving his house.

10 Listen to what I read. Question 10 is about it.

> LeRoy's father and mother promised to take him to the park.

Question 10 Mark the one who will be taken to the park.

---

11 In the next box you see pictures of a puppy, an old man, and a snail. Listen to this little poem:

> Everybody nowadays
> Seems in such a hurry;
> The world is most too swift for me
> Still I never worry.
> Independent, slow but sure,
> I travel on my way;
> My home I carry on my back
> I have no rent to pay.

Question 11 Mark the picture you think this poem could be about.

---

12 Go to the next box. Listen carefully.

> Hazel asked Walter where his mother was.

Question 12 Mark the one who wanted to know where someone was.

Now turn your booklet over to page 15, like this. Find numbers 13 and 14 at the top of the page.

Demonstrate. Make sure everyone has the correct page. THEN SAY:

13 and 14 Questions 13 and 14 are based on this story:

> You see pictures of a paint brush, a baking pan, and scissors. Miriam likes to paint, Jackie likes to bake, and Martha likes to sew doll clothes.

Question 13 Mark the one that Miriam would probably use.

Question 14 In the next box, number 14, mark the one that Jackie would probably use.

TEST 6: Listening Comprehension (Continued)

15 and 16 This is the story for questions 15 and 16. Listen carefully.

> Here are pictures of three dogs. In real life the dog that is standing weighs more than the dog that is asleep, and the dog that is asleep weighs more than the dog that is sitting. Listen again. In real life —(REPEAT).

Question 15 Mark the heaviest dog.

Question 16 Mark the dog that weighs the least.

---

17 Look at the pictures in the next box.

> Bill knows that Father got Emma a doll for her birthday.

Question 17 Mark the one who knows what someone got.

For the rest of the questions, each will have only one picture. I will read about it first. Then I will say three things. You mark the circle under the letter that stands for the sentence that tells about it best.

Be sure to read each letter.

18 Now go down to number 18.

> Cats have ways of telling things to people. This cat meows softly and walks toward the kitchen.

Question 18 The cat is probably saying he—
- A is hungry
- B wants to be petted
- C is in pain

---

19 Go to the next box. Look at the picture.

> This man is tired. He has been working all day.

Question 19 The man is now—
- A going home
- B going back to get his coat
- C going to a ball game

Now go to number 20 at the top of the next column.

Be sure everyone has the right place.

20 Listen carefully. Remember to mark A, B, or C.

> All eyes at the game are watching these two boys. The people are cheering.

Question 20 The sentence that best describes the picture is—
- A The big boy has just hit the ball.
- B The big boy is trying to tag the little boy.
- C The little boy is the pitcher for the team.

---

21 Now go to the next box. Listen carefully.

> Mrs. Wilson is ready to go home. She has worked all day and will work at home tonight. She is taking some books and papers home with her.

Question 21 Mrs. Wilson is probably—
- A a waitress in a restaurant
- B a schoolteacher
- C a store clerk

---

22 Look at the picture in the next box.

> The Jones family is having a picnic.

Question 22 It's a funny picnic because—
- A everything is ready to eat and everybody is doing something else
- B everybody is rushing to eat
- C the picnic is over, but no one picks up the dishes

---

23 Go to the next box. Listen to what I say.

> Many, many kinds of balls are made. Some for boys. Some for girls. Some big, some small. Some with air, some without.

Question 23 The balls in this picture are made—
- A for many kinds of games
- B to be blown up with air
- C mostly for boys to use

TEST 6: Listening Comprehension (Continued)

24 Look at the next picture. Listen carefully.

> **Three men came to our home yesterday: a milkman, a TV repairman, and a mail carrier.**

Question 24 The man in this picture—
A helped us to see the Comedy Hour again
B brought good news from grandmother
C gave us milk to drink

---

25 Question 25 is based on this story.

> **People in some places have homes that fit the places where they live. If it rains a lot, the house may be on stilts. If the people move a lot, they may have a tent. If it is very hot and rainy, they may have no glass in the windows.**

Question 25 The people who live in this home probably—
A have much rain
B move a lot
C live where it is very hot and rainy

---

26 Go on to the next box. Listen carefully.

> **The way these children play dodge ball is to put four children inside the ring. When one is hit, he goes out of the center. When all are hit, another four go to the center.**

Question 26 How many have already been hit this time?
A three B one C four

Ten seconds after the last item has been read, SAY:

STOP! Put your pencil down and close your booklet.

Collect the test booklets immediately. This is the end of the regular test administration.

Optional Spelling Test—

NOTE: This test need not be administered as it is not appropriate for hearing impaired students. You may, for your own purposes, wish to administer this test, in which case you should view its results with caution.—Special norms for hearing impaired students will not be available for this test.

Have the children prepare a sheet of paper as they would for an ordinary classroom test. There are thirty words in the test. THEN SAY:

On this sheet of paper you are to write some words. First I will say a number, and then I will pronounce a word. Next I'll read you a sentence with that word in it. Then I will say the word again. Then you write the word. Listen carefully.

Pronounce each word reading its number first. Then read the sentence, stressing the word to be spelled. Then pronounce the word again. Pause about twenty seconds between items.

1	hat	Dad forgot his HAT.	hat
2	men	Some MEN were fixing the road.	men
3	we	I wonder if WE are late.	we
4	boy	A BOY was riding his bike.	boy
5	big	A BIG dog played in the yard.	big
6	day	It rained every DAY this week.	day
7	fun	They had FUN at the park.	fun
8	not	That is NOT my sweater.	not
9	this	I hope THIS will work.	this
10	did	Everyone DID his work.	did
11	green	The GREEN grass looks cool.	green
12	sad	He is SAD that his dog is hurt.	sad
13	ran	We RAN all the way home.	ran
14	how	He wants to know HOW to do it.	how
15	happy	He had a HAPPY birthday.	happy
16	was	Henry WAS first in line.	was
17	let	Please LET him in.	let
18	back	Come BACK soon.	back
19	boat	Henry's toy BOAT won the race.	boat
20	jump	Louise likes to JUMP rope.	jump
21	far	It is very FAR to walk.	far
22	likes	Everyone LIKES him.	likes
23	rub	You must RUB hard to clean it.	rub
24	little	He brought his LITTLE sister.	little
25	cakes	Sue made CAKES for the sale.	cakes
26	more	They want MORE cookies.	more
27	brown	They live in a BROWN house.	brown
28	lasted	The play LASTED an hour.	lasted
29	after	Your turn will come AFTER his.	after
30	house	Their HOUSE is on the corner.	house

Twenty seconds after reading the last item, SAY:
STOP! Put your pencil down.

Collect the test sheets immediately.
Handscore this test using the word list above.